DOCUMENT RESUME

ED 252 298 PS 014 813

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TITLE Resolving the Lack of Frequent Art Experiences for a Primary Classroom by Preparing and Implementing an Art Curriculum.
PUB DATE Jul 84
NOTE 53p.; Practicum Report, Nova University, 1984.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Art Activities; *Art Education; *Curriculum Development; Divergent Thinking; *Educational Improvement; *Elementary School Students; Freehand Drawing; Grade 1; Pretests Posttests; Primary Education; *Visual Arts
IDENTIFIERS Florida (Hillsborough County)

ABSTRACT

Research has revealed that art is an important but neglected part of every child's educational experience. To help alleviate this neglect, a practicum was conducted to plan, implement, and evaluate an art curriculum for a selected group of first-grade children. Twenty children participated in a 4-month program that focused on awareness of body parts; recognition of details; manipulation of different kinds of art materials; self-expression; feelings of pleasure and satisfaction; and skills in creativity, originality, and divergent thinking. It was anticipated that this curriculum would increase the amount of time children spent on art activities as well as improve their divergent thinking ability and skill in elaboration. Upon completion of the program implementation stage, data from evaluation instruments were analyzed. It was found that standards of performance for all objectives exceeded anticipated success rates. (Author/RH)

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Resolving the Lack of Frequent Art Experiences for a Primary Classroom by Preparing and Implementing an Art Curriculum.

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N O V A U N I V E R S I T Y

RESOLVING THE LACK OF FREQUENT ART EXPERIENCES FOR A PRIMARY CLASSROOM BY PREPARING AND IMPLEMENTING AN ART CURRICULUM

PRACTICUM 1 SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

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Abstract

Resolving the Lack of Frequent Art Experiences for a Primary Classroom by Preparing and Implementing an Art Curriculum.
Rodriguez, Irene, 1984: Practicum Report, Nova University
Ed. D. Early Childhood Education Program
Descriptors: Art Activities/Art Education/Children's Art/Aesthetic Education/ Art Materials/Art Skills/Fine Arts/Art Packages

Research has revealed that art is an important part of every child's educational experience that has been neglected. The general goal of this practicum was to plan, implement, and evaluate an art curriculum for resolving the lack of frequent art experiences for a selected group of first grade children.

Twenty children particapted in a four month program using an art curriculum that included awareness of body parts, recognition of details, manipulation of different kinds of art materials, self expression, a feeling of pleasure and satisfaction, and the use of skills in creativity, originality, and divergent thinking. It was anticipated that this curriculum would increase the amount of time spent on art activities, divergent thinking ability, and the skill in elaboration for the children involved in this practicum.

Upon completion of the implementation stage of this practicum, data from the evaluation instruments were analyzed. It was found that the standards of performance were met beyond the anticipated success for all objectives.

TABLE OF CONTENTS

TITLE PAGE..... i
ABSTRACT..... ii
TABLE OF CONTENTS..... iii

Chapter

1 INTRODUCTION

Florida's Public School System..... 1
Description of Hillsborough County..... 2
Author's Work Setting, Role, and Responsibilities..... 4

2 STUDY OF THE PROBLEM

The Problem..... 7
Documentation of the Problem..... 8
Analysis of the Problem..... 10
Relationships of the Problem to Literature..... 11

3 ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

The Practicum's Goals..... 16
Behavioral Expectations..... 16
Methods of Evaluation..... 16

4 SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions..... 20
Description of Selected Solution..... 24
Calendar Plan for Implementation..... 25

5 RESULTS, CONCLUSIONS, AND RECOMMENDATIONS..... 27

REFERENCES..... 30

APPENDICES

Appendix A: Hillsborough County's Facilities..... 31

Appendix B: Hillsborough County's Personnel..... 32

Appendix C: Hillsborough County's Student Enrollment.... 33

Appendix D: Hillsborough County's Pupil-Teacher Ratio... 34

Appendix E: Redefined School Day..... 35

Appendix F: Teacher Questionnaire..... 36

Appendix G: Results of Teacher Questionnaire..... 37

Appendix H: Art Curriculum..... 38

Appendix I: Time Spent On Art..... 45

Appendix J: Test Scores..... 46

Chapter 1

Introduction

Florida's Public School System

The legislature has mandated (Hillsborough County, 1982a) that all of Florida's school districts are single, county-wide districts. Florida has 67 counties and therefore has 67 public school districts. Efficiencies of operation have resulted from having county-wide school systems, except for the smallest counties. Florida has taken steps toward uniformity of education funding via the Florida Education Finance Program (FEFP). Each county contributes 3.708 mills of local county tax revenue to FEFP, and the state legislature allocates funds to FEFP. The county school districts then receive funds of an equal per-pupil basis. County school districts also receive additional funds for education from federal sources and other local but limited school millage. The School Boards have five or seven members elected on a partisan or non-partisan basis. Superintendants of schools are elected by voters or appointed by the School Board to whom they are responsible.

Florida law requires that all children from the ages of 6 to 16 are to attend school on a regular basis. Children who are five years old on or before October first may enter kindergarten anytime during the school year. Children who will not be five until October first but before January first may enter at the start of the school year or during the first 20 days of school, if they demonstrate readiness by passing early-entrance tests. Children who have satisfactorily completed kindergarten and are six years old on or before January first

will be admitted to first grade at any time during the school year. Children must be immunized against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, and have a physical examination before admission to any Florida school. Non Florida residents must pay a $50 tuition fee for each child at the time of enrollment. There are exemptions if the family has purchased a home in Florida; if the parent is in the United States military service, a migratory agricultural worker, or a civilian employee of the United States Government; or if the parent has filed a Declaration of Residence. Tuition exemption forms may be obtained at any school. All Florida school systems have come under legal order to desegregate.

Description of Hillsborough County

The Hillsborough County School Board (1982a) states that the Hillsborough County public school system covers 1,050 square miles, about the size of Rhode Island. With an annual enrollment of 110,000 students in grades kindergarten through 12th, Hillsborough County is about the 15th largest school system in the United States and third largest in Florida. Dade/Miami and Broward/Fort Lauderdale are the two largest. Hillsborough County's school board has seven members elected on a non-partisan basis. Its Superintendent of Schools is appointed by the School Board.

The Hillsborough County School Board (1982b) shows proof that Hillsborough County offers quality education. Students' test scores have been on the decrease in much of the nation while the scores of

students in Hillsborough have steadily risen in the past six years. Generally, Hillsborough students test at the national average in all grades tested, which is kindergarten through ninth, in the Comprehension Tests of Basic Skills (CTBS). With 31% of Hillsborough's seniors taking the Scholastic Aptitude Test (SAT), their scores are higher than national averages. Their verbal score is 432 and their math score is 479, giving them a total score of 911.

Funding for K-12 education in Hillsborough County is provided by about 64% from the state, about 23% from the county, and about 13% from federal sources. In all elementary schools, maximum time is spent on basics, strict discipline is enforced and homework is required making all elementary schools known as being "Fundamental Schools".

In Hillsborough, there are 2 kindergarten through early childhood schools, 88 elementary schools, 1 middle school (sixth and seventh), 24 junior high schools, 11 senior high schools, and 2 Department of Education for Exceptional Students (DEES) schools (Appendix A). Since 1970, 13 of the 88 elementary schools and 4 of the 11 senior high schools have been built, and another 6 have been completely refurbished. All 128 schools are entirely air-conditioned permitting year round usage and providing an ideal learning environment even through Florida's many hot months. Two new senior high schools and one new elementary school are being constructed for a 1984 completion.

Hillsborough's personnel for September 1982 was 7,351 in permanent instruction, 4,842 permanent non-instruction, 1,500 in temporary instruction, and 1,682 in temporary non-instruction; making a total

personnel of 15,375 (Appendix B). Student enrollment for September 1983 was early childhood and headstart 1,748, kindergarten and elementary 58,005, junior high 26,893, senior high 24, 477, and DEES 791; giving a grand total student enrollment of 111,914 (Appendix C).

The pupil-teacher ratio for kindergarten is 1 teacher and 1 half-time aide for 17 pupils or 1 teacher and 1 full-time aide for 18 to 33 pupils. In primary the ratio is 1 teacher for 29 pupils, in intermediate the ratio is one teacher for 29 pupils, in junior high it is 1 teacher for 31 pupils, and in senior high the ratio is 1 teacher for 34 pupils (Appendix D).

Since 1971 Hillsborough County has had 100% desegregation ordered by the court. All students living two miles or more from their schools are provided with bus transportation. Because of neighborhood housing patterns 19 schools do not require cross busing.

Author's Work Setting, Role, and Responsibilities

The author is a classroom teacher at Crestwood Elementary School. Crestwood is located in a middle-class neighborhood in the northern part of Tampa. Student enrollment on the 20th day of school for the 1983 school year was kindergarten 105, primary 436, intermediate 295; making a total enrollment of 836. Crestwood's faculty consists of 36 classroom teachers, one full-time and one part-time physical education teacher, one full-time and one part-time teacher to instruct the children in music skills, one teacher for special learning disabilities, one teacher for the emotionally handicapped, one speech teacher, one

part-time psychologist, one part-time social worker, a PREP specialist, a curriculum specialist, an ECIA reading teacher, an ECIA reading aide, an early childhood teacher, two early childhood aides, and a principal. The PREP specialist evaluates each primary child in the school to determine if the child has any special needs. ECIA is a federally funded program provided for children who are reading at least one year below grade level. The writer has been employed as a classroom teacher for eight years and has taught in grades first through fourth.

The Hillsborough County School Board (1983) suggests that it is the responsibility of the classroom teacher to: (1) direct and evaluate the learning experiences of the pupil in both curricular and assigned extra-curricular activities; (2) have daily lesson plans available for inspection by the principal or designee; (3) provide guidance to the pupil which will promote his welfare and his proper educational development; (4) be responsible for child accounting; (5) maintain liaison with the parents; (6) administer the classroom program; (7) provide for the care and protection of school property; (8) participate in the activities of the faculty; (9) cooperate with and participate in the planning and evaluation of the school program; (10) take part in the in-service education program; (11) maintain cordial and workable relationships with colleagues; (12) supervise assigned teacher aides and be familiar with aide negotiated contracts; (13) perform other assigned duties.

The target population chosen for this practicum was a first grade class consisting of 23 children. The writer chose to work with a first grade class in order to concentrate on the field of early childhood in which she is a candidate for a doctoral degree. The writer also felt that it was a great misfortune that there was no planned art curriculum

or art teacher provided to instruct children in art skills at Crestwood School. She also had discussed this problem with the target population's classroom teacher on several occasions and discovered that this teacher was also very concerned about the lack of art instruction. The classroom teacher was eager to help and agreed to supervise the writer's class while the writer implemented this practicum. Because of the classroom teacher's eagerness to help, her interest in the problem, and the age of the children in her class, the writer chose this particular class as the target population for this practicum.

Chapter 2

Study of the Problem

The Problem

The redefined school day found in the Hillsborough County Teacher's Handbook ruggests that the classroom teacher instruct in language arts for 2 hours and 40 minutes daily, physical education for 30 minutes daily,allow 45 minutes for restroom and lunch breaks, and 1 hour and 5 minutes to teach a combination of art, music, science, social studies, health and humanities (Appendix E). The teachers are given a curriculum for language arts, math, science, social studies, health, humanities, music, and physical education. Each school is allocated a physical education teacher and a music teacher who provide one hour of instruction per week for each classroom, but there was no curriculum or teacher specifically trained in the area of art.

The classrooms at Crestwood are all self-contained. There is grouping within each individual classroom according to academic ability, but the students have the same teacher who instructs them in all areas, with the exception of music and physical education. Each teacher should follow the schedule of the redefined school day by teaching all of the subjects for the suggested amount of time.

The administration at Crestwood School has not attempted to try and resolve the lack of frequent art experiences. The administrators have so many other time consuming matters to be concerned with, that they do not have enough time to tackle the problem. The county is making an effort by offering one art workshop periodically during the year, but because of the large number of teachers employed by Hills-

borough County there are many teachers, including the writer, who have not yet had the opportunity to attend the workshop.

Because there was no curriculum or teacher for implementing art activities at Crestwood School and because the classroom teacher is responsible for teaching many subjects in a minimal amount of time, art was often left out of the child's educational experiences. At Crestwood there was a lack of frequent art experiences for the primary child.

Documentation of the Problem

The writer gave a six question questionnaire to all of the 19 teachers at Crestwood School (Appendix F). The results indicated that the teachers felt the following: (1) Art should be a regular part of the child's curriculum. (2) Teacher's undergraduate work did not adequately prepare them to teach art skills. (3) The classroom teacher does not have an art curriculum or enough time and materials to properly instruct classes in art skills. (4) Some kind of curriculum in art would help teachers to better plan and instruct art skills. (5) Elementary school children do not receive enough instruction in art skills. (6) If teachers were provided with planned art activities, they would take the time to implement them (Appendix G).

Ganley (1982) brings to the attention of her readers a recent survey done by The National Assessment of Educational Progress stating that art emerged as one of the most neglected areas of curriculum. Only 7 to 10% of high schools in the United States teach courses in art history, and far less than half of all 9-year-olds can identify

a work of art acceptably. The survey also discovered that unfortunately art history is not a subject that children learn outside of school.

Debbie Weigle, a parent of a child who attended Chesterbrook School was amazed by the results of this survey. Weigle had had brief exposure to an art program in Chicago before moving to Washington, D.C. and was appalled to find not a single art appreciation class in her Fairfax County School.

Weigle, first approached the school principal with her idea of once-a-month art history appreciation presentations. The principal was supportive and the P.T.A. paid the $125 that was needed to reproduce poster-size paintings. Weigle, along with the help of an art historian, chose eight paintings and assigned one to each of the eight volunteers. Weigle provided each volunteer with comprehensive research guidelines. The parent researches her painting over the summer, writes a paper that is presented to the other volunteers in the fall, assembles a bibliography, and collects her information in a packet that is placed in the school library to be used by other volunteers throughout the year.

Each planned session takes about an hour to present to the children beginning with a lecture-discussion and then moving the students into hands on activities. The classroom teachers evaluated the program at the end of the year with unanimous enthusiasm to continue the program because it was such a success. The P.T.A. has more than doubled the funding for the program and field trips to the National Gallery have been provided yearly for each class. In order to encourage more

family trips to galleries and parent volunteers, Weigle uses a newsletter to keep parents informed of the paintings being studied and of all local art exhibitions being held in the immediate area.

Robbins (1970) suggests that art stimulates a child's interest in learning and motivates his desire to learn. Art projects have many useful purposes such as decorating the classroom or taking them home as special gifts for someone. Robbins has found that art can add meaning and excitement to a teaching program along with brightening the children's school day and making learning fun. Effective art ideas help the teacher satisfy the need for imaginative variations in an art program. Teaching art can be rewarding and exciting for the teacher and student.

Sanderson (1974) believes that art activities have proven to be effective in stimulating interest, enthusiasm, and artistic expression among pupils. She also found that teachers themselves gain an increase sense of art appreciation when presented with ideas for art lessons, fostering individual growth in art courses.

Analysis of the Problem

There were two major causes for the lack of frequent art activities for the primary child. The lack of support and public awareness for the importance of art education was one cause. The problem that there is not enough support is made evident by Pierce (1981). Pierce points out that with the possibility that art programs in the schools may diminish, the public must attend to the value of art

to the individual and the society. Administrators are so involved in test scores for basic skills that art is seldom of great concern to them. If parents and administrators would realize the importance of art, there would be more emphasis placed on art in the schools.

Another cause for the lack of frequent art activities was that teachers did not have an art curriculum prepared for them. Planning time is minimal for the elementary teacher and because there was no curriculum, the teachers would have had to have taken extra time to develop and prepare for any art activities. The lack of time combined with the number of subjects that must be taught left little time for a subject that importance is not placed upon.

Relationships of the Problem to Literature

Pierce (1981) feels that the process of making and viewing art, of seeing and feeling art is as important to life as reading verbal symbols or doing quantitative operations and that art is more satisfying because there are no correct answers. Pierce expresses her opinion that art allows a vision to be created, thus nourishing creativity. Education in art develops special awareness of color, line, shape, texture, and space.

Children see and feel the world before they learn to talk. Their language depends on their sense experiences in the world. The need for sensory involvement and art is closely related. A person's basic need to touch, shape, create, decorate and arrange is inhibited by

conforming to a world that has already been arranged by someone else.

Creativity improves self-esteem, self-esteem improves school attendance, improved attendance promotes learning in may areas, and learning develops satisfaction and productive use of leisure time. Art also builds confidence in the use of various materials.

There is a need to be self-sufficient and being self-sufficient involves the enjoyment of doing a variety of things yourself. Art tends to decrease the need to go to someone or somewhere else by increasing the pleasures of what is "right here". Art enables verbal differences to be bridged. It enhances the ability to interpret visual images such as international signs or gestures. Through art we receive the closest attainment of a universal language.

Art becomes the heart of culture when it helps to express feelings of pain, joy, death, love, loneliness and community. Art binds people together by symbolizing thoughts and feelings. Without art records of emotional expressions in the history of the world, history of emotions would be non-existent.

Rueschoff (1982) explains that people use four basic ways of communicating with each other: kinesthetic (body movement), verbal, written, and graphic. Because art is a major discipline concerned with the development and enrichment of graphic symbols, art education in the child's early years must be a priority.

E.B. Feldman (1982), president of the National Art Education Association (NAEA), expressed an official opinion of the NAEA on art education. NAEA believes that art belongs at the core of education and not just as an educational extra as it has been placed. The membership also believe that it should be in the mainstream of every educational

effort at every educational level. Both Feldman and the NAEA expressed their opinion that through art students can learn the meaning of work done to the best of their ability for its own sake and the satisfaction of a job well done. Productivity and workmanship have their beginnings in art. The NAEA is dedicated to the idea that art is a language of visual images, verbal expression and linguistic skills are enhanced.

Art is a language of visual images that affect our needs, our daily behavior, our hopes, our opinions, and our ultimate ideas. Everyone must learn to read visual images and anyone who is unable to understand or read these images is incompletely educated. In order to attain complete literacy one must be able to understand, respond to, and talk about visual images.

Art encourages linguistic skills by teaching pupils to describe, analyze, interpret visual images and enhancing their abilities in verbal expression. By studying the art of many lands and people, we introduce students to the expression of a wide range of human values and concerns. Art expresses different values about home and family, work and play, the individual and society, nature and the environment, war and peace, beauty and ugliness, violence and love. How can all of this be considered an educational extra?

Copeland (1983) gave her readers ideas for developing art activities. During the 1960s, the influence of Skinnerian psychology brought about educational packages that reflected the new emphasis placed on behaviorally oriented objectives. The purposes of these packages went from simple visual aides to self-contained learning

units. The packages seemed to fall into four categories. (1) art history and aesthetic education, (2) art history and art appreciation, (3) arts and crafts activities, and (4) special education. Most of the aesthetic education packages were developed by the Central Midwestern Regional Laboratories, Incorporated (CEMREL, Inc.), located in St. Louis, Missouri. The packages were designed for non-art teachers including activities that should result in students learning a concept that dealt with aesthetics in the arts and environment. The art packages included creative involvement activities, filmstrips, films, prints, or reproductive sets with teacher's guides and commentary suggestions.

Sanderson's (1974) associations with numerous elementary teachers revealed that teachers in both public and private schools were repeatedly seeking new ideas for art, different approaches, and special projects for art. As a traveling art supervisor and in-school art consultant Sanderson experienced teacher's needs growing to extensive proportions in the area of art instruction. In order to keep up with today's emphasis on the development of creative powers in students, art is a must in education.

Hoover (1970) emphasizes that every child has creative ability and that with the right kind of guidance and encouragement all children can find pleasure and satisfaction through art activities. It can be a very easy process to set free the creative spirit of a young child. The manner in which a parent or teacher responds to such early creative interests such as a child's scribbles or his first tower of blocks affects the entire development of his creative powers.

Through his experience, Hoover has found that creative art ex-

periences are among the most effective devices known for developing creative potential. Creative art relies on original thinking and doing, and by encouraging these experiences we are also encouraging creativity. It is the responsibility of both parents and teachers to recognize the importance of creativity and to encourage it in any way possible. With the encouragement and guidance of just one individual a child's art expression can become exciting revelations of his innermost thoughts, feelings, and reactions to the world he lives in. Over a period of time children can grow in their ability to express ideas.

Very young children are honest and forthright in their art expressions and eager to respond to suggestions. They revel in the challenge of new materials and learn to manipulate them quickly. Since no two children are alike, their art expression will be unique. This uniqueness is one of child art's deepest values.

In summary, these articles indicated that insufficient instruction and materials for art skills is a problem in many school systems. They expressed the importance of art in the schools and showed ways in which people have helped to lessen the problem of the lack of frequent art activities for the primary child. The articles gave the writer ideas that helped her develop the art activities that were implemented in this practicum.

Chapter 3

Anticipated Outcomes and Evaluation Instruments

The Practicum's Goals

The general goals of this practicum were to develop, implement, and evaluate an art curriculum for a selected first grade class. It was anticipated that the implementation of this practicum would increase the amount of time that the target population spent on art activities, the children's skill in elaboration by adding more details to their work, and an overall increase in the children's ability of divergent thinking.

Behavioral Expectations

After four months of two hours of art activities weekly, the children who completed this program were expected to demonstrate the following objectives: (1) Spend 50% more time on art activities. (2) 80% of the children would add 10 more details to their drawings. (3) 80% of the children would demonstrate a 20% increase in their ability of divergent thinking.

Evaluation Instruments

The writer reviewed the classroom teacher's lesson plans and informally discussed the time that the teacher spent instructing her class in art activities. The writer then compared the previous time that was spent on art activities to the time that was spent during the

implementation period to determine if 50% more time was spent on art.

The increased ability in divergent thinking was measured by using the Test of Divergent Thinking selected from the Creative Assessment Packet (CAP). The test was administered as a pre test and as a post test to determine the use of "divergent thinking ability" for each child. The test includes four cognitive factors of divergent thinking strongly correlated with the creative process (right brain visual perspective skill) and one vocabulary synthesis (left brain verbal skill). These five scores contain Fluency (Fl), Flexibility (Fx), Originality (O), Elaboration (E) and Title (T).

The Fluency score has a possible of 1 to 12 points. It is scored by counting the number of frames attempted regardless of what the child drew in the frame. The rationale is that since creative people are productive, they obtain higher fluency.

The Flexibility score has a possible of 1 to 11 points. It is scored by counting the number of times that the picture shifts from the category of the first frame to one of the four possible categories of living, mechanical, symbol, and view.

The Originality score is measured by giving the child one point for drawing outside closure, two points for drawing inside closure, and three points for drawing both inside and outside closure. The rationale is that less creative people are blocked by closed portions and structure from the outside, and highly creative people will create a synthesis and not be blocked or structured by a closure.

The Elaboration score is measured by scoring the details drawn to make a picture asymmetrical. Zero points are given for symmetrical

drawings inside and outside a closure, one point for asymmetrical drawing inside a closure, and three points for asymmetrical drawing both inside and outside closure.

The Title score is measured by the complexity and length of vocabulary usage. Zero points are given for no titles, and one point is given for a simple title without a modifier, two points are given for titles that have a descriptive modifier, and three points are given for a title that expresses beyond what is shown in the picture.

A folder containing dated samples of work was provided for each child during the implementation period. The writer used these samples to compare each child's art during the first week of implementation to determine if 10 more details were added to his drawings.

The Texas Education Agency (1979) emphasizes that art is individualized and therefore non graded. Each child works at his own ability and is not expected to achieve any prescribed standards. Effective evaluation requires knowledge of the child and observation during art activities. Some of the activities included in the art experiences involved practice in handling art materials, skills in the divergent thinking process, recognition of details, and appreciation of designs and textures. The activities were designed to allow each child to work at his own ability and pace.

The writer presented the results of the evaluation by using two tables. The first table lists the time spent weekly on art skills before the implementation period. These times were compared to determine how much more time was spent on art activities weekly during implementation. The table also presented the total time spent on art activities

before and after implementation to make a comparison of the overall time spent on art.

The second table listed each child involved in this practicum along with their pre/post CAP tests in order to determine any increase of divergent thinking. Totals of the target population's scores determined the percentage of children who had at least a 20% increase in divergent thinking. This table also listed the number of details each child drew for his self portrait on the first week of art activities and on the last week to determine how many more details he had added to his drawing. A classroom total was also listed to decide if 80% of the children added at least 10 more details to their drawings.

Chapter 4

Solution Strategy

Discussion and Evaluation of Possible Solutions

In Hillsborough County it is the responsibility of the classroom teacher to instruct the students in art activities. Because there was no curriculum and a minimal amount of time for planning, art was often left out of the primary child's curriculum. Teachers may be advised to place more emphasis on art education, but this usually resulted in coloring sheets that have little value to the child and result in boredom.

Van Deventer (1975) discusses an art program that was funded by the Arts and Humanities Council in Stillwater, Oklahoma. This program was such a success that the school system now matches any funds provided for the program. This could be a possible solution for the future, but at the present time there are no funds available to the writer.

Sunal and Hatcher (1978) developed an art curriculum for a pilot program that they organized. A set of art activities was developed for 10 teachers and 102 students who participated in the program. Extended activities and evaluations were included in nearly all of the lessons and paintings were selected and provided. The pilot program was implemented in Texas, West Virginia, Michigan, Pennsylvania, and Maryland.

The 60 paintings consisted of lessons that dealt with cognitive, affective, and skill or inquiry objectives. The paintings assisted the children in gaining knowledge of the society of the past and the

present. Paintings are expressions of research, examples of communication, indices of the type of society we live in, and are signs of intellectual development. By exploring paintings one may achieve a better understanding of people and their development, a primary goal of social education.

This program had two objectives: socialemotional objectives and cognitive objectives. The results of the program after an evaluation indicated that the children's art work was more detailed and that they had a greater interest in not only their own art work, but also in the art work of others. The children were also able to grasp an understanding of the relationships between people's feelings in the past and their own feelings. Because this pilot program involved a great deal of money, the writer did not select it as a possible solution to this practicum problem. This pilot program could be used by the writer, if at some time funds were made available for an art program.

Ganley (1982) reported unanimous enthusiasm from teachers who were given help in teaching art skills. Debbie Weigle, a parent from McLean, Virginia; conceived Chesterbrook's Art Appreciation Program (AAP). Weigle recruited volunteers through personal contacts and continual requests in the school newsletter. The volunteers developed and implemented the art program. When the teachers were asked to evaluate the program their enthusiasm was unanimously in the program's favor. The teachers also reported that the children received the program well.

Madeja (1975) reported that the majority of art classes that were available in the 1960s were geared to the training of the professional

artists, not to a student trying to gain a general education in the arts. In order to develop an aesthetic education program and have it accepted, it would have to be a comprehensive program that included all of the arts and that related aesthetic content so that they could be used in other disciplines.

The CEMREL Aesthetic Education Program provides teacher education, curriculum materials, and designs, which together constitute a resource to help schools develop a course of study for all students in art. They made sure that the program was viewed as a subject and a time slot was allocated just as time was allocated for other subjects. The outcomes of this pilot program were many. Among the most important were that the students saw artists as people, students developed a language when discussing art, an awareness of the need to express oneself was developed, students could indentify the difference in artistic cultures, students could place aesthetic judgments on their environment.

Hall (1979) presented the results of a one year study on the influence of art in a child's education. For one year 21 school programs that took place in the United States were reviewed and the results from the selected school art programs revealed that art humanized the curriculum and school environment, increased self-confidence, reduced vandalism, and increased reading scores.

Aural and visual experiences allows children to discover and perceive new aspects and express themselves in nonverbal terms. Budgets for funding arts range from zero to low, and will stay this way until voters understand the essential of the arts to reading and language

development. The arts are the fundamentals to the language experience approach to reading, allowing children to express their ideas and feelings.

Ernest L. Boyer (1977), U.S. Commissioner of Education expressed his feelings on art education by saying, "First, we must promote the arts because they are inherently of great value. It is said that humans are distinguishable from animals because of languages, our mastery of complex symbols. The arts are essential to language development". The Council for Basic Education in 1975 stated, "The Council has formally included the arts in its restatement of objectives. We believe that the arts are a part and a considerably fundamental part of basic education".

The results of a three year national study of arts in education was published in 1977 by a panel of distinguished Americans and headed by David Rockefeller Jr. The study revealed that our environment is what we make it and how we shape it depends on how we perceive its life and quality.

Kutztown State College (1971) gave a detailed description of the art education program they provide. The program leads to a bachelor of Science (B.S.) or Master of Education in an Art Education degree. Admission to the program is accomplished by a screening process that involves the presentation of a portfolio. The art education program's philosophy is that creativity is related to all phases of living, that art is a major force in communication.

The creative productions of many of the graduates of this art program have been displayed and honored by many organizations. The organiza-

tions include the Museum of Contemporary Crafts, the Lynn Kattler Galeries, the Silversmith Guild of America, the Smithsonian Museum Portrait Gallery, and the Kennedy Center for Performing Arts. A follow-up study of the graduates who were evaluated by administrators and supervisors revealed that the graduates rated above average in most aspects of teaching. The graduates of the Kutztown State College art program are often sought out by school districts around the country. This is some evidence of the school's excellent educational abilities. The art education program at Kutztown College has made a major contribution to education through the preparation of quality artist-educators.

Description of Selected Solutions

The writer felt that the most appropriate solution was a program much like Chesterbrook's Art Appreciation Program. The writer was the volunteer that developed and implemented the art program for the target population. The writer implemented art activities to the target population three times a week for 40 minutes; making the total time spent on art activities two hours a week.

The writer developed a curriculum consisting of 16 objectives and 48 art activities (Appendix H). These activities included awareness of body parts, recognition of details, manipulation of different kinds of art materials, self expression, a feeling of pleasure and satisfaction, and the use of skills in creativity, originality, and divergent thinking.

Because the problem and situation at Chesterbrook School was much like that of the writer's school, the writer felt that this was the appropriate solution. The writer has also discussed this solution with other experienced classroom teachers who felt that this solution strategy succeeded in satisfying her goals. The writer also had the support and cooperation of the target population's teacher which was an important factor in the success of this practicum.

Since Chesterbrook's AAP was a great success the writer implemented a program much like the AAP that also proved a success at her school by satisfying all of the goals of this practicum. The AAP resulted in an increase in the time spent on art activities which was one of the main goals of the author's practicum. Like Chesterbrook's AAP, the writer also praised and displayed samples of every child's art work thus developing a feeling of pleasure, satisfaction, excitement, and enthusiasm in the child for his work.

Calendar Plan for Implementation

The writer submitted the proposal for this practicum in December, 1983. Acceptance was granted to begin implementation in January, 1984. The writer then received the necessary permission from the principal of Crestwood along with the acceptance of Jane Murphy, the classroom teacher of the target population. The writer then requested that the Curriculum Specialist act as the practicum observer. All of the preceding items were accomplished by the last week in December.

The practicum solution consisted of implementing three 40 minute

art activities for 16 weeks. The writer implemented these activities to the target population beginning the first week in January and finalized them during the last week in April. A folder of each child's art work was kept and used for evaluation purposes.

Many of the activities developed by the writer were adopted from Robbins (1970) and Sanderson (1974). The activities included the use of many different art materials in order to develop greater coordination when handling art supplies. Five children were chosen from the writer's fourth grade class to serve as class helpers. They helped the target population with any problems that were encountered and added praise and encouragement to the art activities. The writer always allowed time for sharing, displaying, and praising the children's art activities. Hoover (1970) suggested that sharing, displaying, and praising children's art work helps develop a feeling of pride and success and also encourages enthusiasm for art. The writer evaluated each student during the last week of the implementation period and presented this evaluation in Chapter Five of this practicum report.

Chapter 5

Results, Conclusions, and Recommendations

Results

As previously stated in Chapter Three, this practicum was designed to increase the amount of time spent on art, skill in elaboration, and ability in divergent thinking. It was anticipated that by developing and implementing an art curriculum that the preceding objectives would be accomplished.

When the writer compared the time spent during a 16 week period before implementation to the 16 weeks during the implementation period, shs found that the target population was spending nearly four times the amount of time experiencing art during the time of implementation. The time spent on art experiences during the implementation period was much more than the goal of 50% more time being spent on art. The target population spent a total of eight hours and fifteen minutes on art activities during a 16 week period beginning September fifth and ending January sixth. During the implementation period beginning January ninth and ending May fourth the students spent a total of 32 hours on art activities (Appendix I).

By comparing each student's test scores on an exercise on divergent thinking the writer found that out of the 25 students tested only two students did not have a 20% increase in their test scores. The reason that these two students did not have a 20% increase in their scores is because their pre test scores were too high to permit this increase. This outcome of the increase in the student's test scores is also much higher than the goal of 80% of the children demonstrating

a 20% increase in their ability of divergent thinking. When the writer compared the number of details added to the drawings of the children before the implementation period to their drawings after the implementation period she discovered that 100% of the children had added ten more details to their drawings (Appendix J).

Conclusions

A summary of the results of this practicum indicates that all of the objectives have been successfully accomplished beyond the anticipated success after its implementation. By developing and instructing children in art skills the author was able to increase the time that each child spent on art, his divergent thinking ability, and his skill in elaboration.

The author also discovered that besides accomplishing the preceding objectives, that the children also looked forward to these art experiences and expressed enthusiasm and excitement in their work. The classroom teacher and the writer agreed that these art activities helped the children develop the linguistic skills of describing, analysing, and expressing themselves. An increase of self-esteem was observed in many of the children who had previously had a low opinion of their abilities in the school setting.

Recommendations

1. Allocate a specific block of time in the classroom teacher's

lesson plans for art activities.

2. Specify a time for teachers to share art ideas, materials, and skills that they have developed or found to be successful.

3. Bring awareness to parents, teachers, and administrators of the importance of art education for our young people.

Dissemination

The solution strategy was shared with all of the teachers at Crestwood School. Each teacher was given a copy of the art activities that the writer developed. The teachers were pleased to have some sort of art curriculum and were eager to share their own ideas and art experiences. A time was set up for each teacher to have an opportunity to share ideas with the rest of the staff during faculty meetings. After meeting with the teachers the writer concluded that the teachers at Crestwood School would spend more time on art experiences and share art activities throughout the coming school year.

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Appendix A

Hillsborough County's Facilities

Grade Level	Number of Schools
Kindergarten through Early Childhood	2
Elementary	88
Middle	1
Junior High	24
Senior High	11
DEES	2
Total	128

Appendix B

Hillsborough County's Personnel

Title	Number in Hillsborough County
Permanent Instructional	7,351
Permanent Non-Instruction	4,842
Temporary Instruction	1,500
Temporary Non-Instruction	1,682
Total	15,375

Appendix C

Hillsborough County's Student Enrollment

Grade Level	Number of Students
Early Childhood and Headstart	1,748
Kindergarten and Elementary	58,005
Junior High	26,893
Senior High	24,477
DEES	791
Total	111,914

Appendix D

Hillsborough County's Pupil-Teacher Ratio

Grade Level	Pupil-Teacher Ratio
	17 to 1 & 1 half-time aide
Kindergarten	18-33 to 1 & 1 aide
First through Third	21 to 1
Fourth through Sixth	29 to 1
Junior High	31 to 1
Senior High	34 to 1

Appendix E

REDEFINED SCHOOL DAY
SUGGESTED PRIMARY TIME FRAME
Minimal Time Allotments

Weekly Time Allotments	Daily Time Allotments	Teacher Activities	
1 hr. & 15 min.	Planning 15 min.	Organizing and planning the day with students	
13 hrs. & 20 min.	LANGUAGE ARTS 2 hrs. 40 min.	*1 hour & 30 minutes - Directed instruction in basal developmental reading skills.	30 minutes of directed reading with teacher. 30 minutes of basal related skill activities, follow written assignments and/or learning centers reinforcing the reading instruction. 30 minutes to continue the above or reading labs, enrichment centers, creative writing, free reading.
		*1 hour & 10 minutes - Instruction in handwriting, oral and written language, spelling and listening. Library experience to reinforce reading, reference skills and literary appreciation. *A combination of these language skills will be taught within the 5 hours and 50 minutes weekly. However, all skills may not be taught daily.	1 hour & 10 minutes - Part of time will be spent receiving instruction from teacher in these language related skills. Part of time will be spent doing reinforcement activities such as written assignments, learning centers or language games.
2 hrs. & 30 min.	PHYSICAL ED. 30 minutes	30 minutes - Directed instruction in physical education with P.E. Teacher or Classroom Teacher.	30 minutes of physical education skills.
5 hrs. & 45 min.	45 minutes	45 minutes - Lunch, restroom breaks, and movement to and from activities throughout the day.	
5 hrs.	MATHEMATICS 1 hour	1 hour - Directed instruction in mathematics: computation, problem solving measurement and geometry.	1 hour - Part of this time will be spent in directed math instruction with the teacher. Part of this time will be spent doing reinforcement activities such as written assignmens, learning centers, and math games.
5 hrs. & 25 min. *A combination of these content areas will be taught within this weekly time allotment. However, all areas will not be taught	MUSIC AND *CONTENT AREAS 1 hr. & 5 min. *science social Studies health humanities art	30 minutes twice a week - Directed instruction in music with Music teacher, with the additional 35 minutes for directed instruction in applying and reinforcing reading and study skills in the content areas. 1 hour and 5 minutes - three days a week for instruction in applying and reinforcing reading and study skills in the content areas. Art should be considered as part of all disciplines.	1 hour and 5 minutes - Directed instruction in music skills and/ applying and reinforcing study skills in the content areas. Science-A-Process Approach should be aliotted one hour per week. A portion of this time will also be used to evaluate the day wit students.
WEEKLY TOTAL 31 HRS. & 15 MIN.	DAILY TOTAL 6 hrs. & 15 min.		

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Appendix F

Teacher Questionnaire

Teachers, will you please fill out the following questionnaire and place it in my box as soon as possible? It will be used for a project that I am working on at the university. No names are needed, just circle the most appropriate answer.

Thanks,

Irene Rodriguez

1. Do you feel that art should be a regular part of the curriculum in the elementary schools? Yes No Not Sure
2. Do you feel that your undergraduate work adequately prepared you to teach art activities? Yes No Not Sure
3. Do you feel that you have an art curriculum with enough time and materials to properly plan and instruct your class in art skills? Yes No Not Sure
4. Do you feel that some kind of curriculum in art would help you better plan and teach art objectives? Yes No Not Sure
5. Do you feel that elementary school children receive enough instruction in art skills? Yes No Not Sure
6. If you had art activities planned for you, would you take the time to teach them? Yes No Not Sure

Appendix G

Results of Teacher Questionnaire

Question Number	Answers		
	Yes	No	Not Sure
#1	16	2	1
#2	3	14	2
#3	4	13	2
#4	13	5	1
#5	2	16	1
#6	14	0	5

Appendix H

Art Curriculum

WEEK 1

Objective: Awareness of details, hair, eyes, nose, ears, and mouth.

Materials: Large drawing paper, crayons,and a large picture of a face.

Activity 1: Have the children draw themselves.

Activity 2: Have two children stand in front of the class. Ask the class to look carefully at these children and identify body parts that we all have. If necessary provide clues until head, eyes, nose, ears, and mouth have been pointed out. Then have the children draw a face.

Activity 3: Have the children touch the same body part that you are touching saying its name as they touch it. Point out the head, eyes, nose, ears and mouth. Ask the children to draw your face while you pose as the model.

WEEK 2

Objective: Awareness of details, hair, eyes, nose, ears, mouth, shoulders, arms, fingers, waist, legs, feet, and toes.

Materials: Large drawing paper, crayons, a large picture of a face and a large picture of a body.

Activity 1: Display a large picture of a face and point out each part. Call out a part and choose a child to come up and identify the part on the picture. Have the children draw their face.

Activity 2: Provide an opportunity for each child to observe himself in a full length mirror. Display a full length picture and point to each body part having the children take turns identifying them. Post the picture in front of the room so that it can be used as a model and have the children draw an entire person, including the body.

Activity 3: Have the children name as many body parts as they can touching them as they say them. Have the children draw full length pictures of themselves.

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WEEK 3

Objective: The manipulation of scissors and paste.

Materials: Construction paper, old magazines, paste, scissors.

Activity 1: Read a story to the class and allow them to cut out pictures from magazines and paste them on to a large sheet of construction paper to illustrate the story.

Activity 2: Have the children cut out pictures from magazines to illustrate the story that they are reading during their reading group.

Activity 3: Have the children draw their own pictures , cut them out, and paste them together on a large sheet of construction paper to illustrate a story that they themselves have made up.

WEEK 4

Objective: Manipulation of crayons & colors; and an appreciation for shapes, forms, and textures. Stimulating Creativity.

Materials:Objects with different shapes and textures, paper, crayons,

Activity 1: Provide the children with objects of different forms, shapes and textures Have the children place a sheet of paper over the object and color on the paper to form the texture. Allow the children to exchange the objects.

Activity 2: Walk the children around the playground and have them collect different kinds of leaves. Use the leaves the same way you did the objects in activity one.

Activity 3: Have the children bring items from home that they would like to form on their papers. Use these objects the same way that you did in activity one, remembering to allow the children to share their items.

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WEEK 5

Objective: Manipulation of colors, paint, and a paintbrush; stimulating divergent thinking.
Materials: Small containers to place paint in, different colors of tempra paint, large paint brushes, large sheets of paint paper.

Activity 1: Have the children paint pictures that correlate with their science projects.

Activity 2: Have children paint pictures to illustrate their favorite book.

Activity 3: Have children paint pictures of anything they desire to Forming their pictures from given shapes and giving each picture a title.

WEEK 6

Objective: Manipulation of finger paint.
Materials: Finger paint, finger paint paper, small containers to place the paint in.

Activity 1: Have the children paint their favorite place and their favorite activity.

Activity 2: Pair the children off and have them paint a picture for their partner.

Activity 3: Allow the children to experiment with the finger paint by painting anything that they wish to.

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WEEK 7

Objective: Manipulation of clay. Stimulating Creativity.

Materials: Wax paper, clay.

Activity 1: Ask the children to form plants and animals from the clay.

Activity 2: Ask the children to form people and places from the clay.

Activity 3: Allow the children to experience the use of the clay by allowing them to form anything that they choose to.

WEEK 8

Objective: Making puppets from paper bags. Stimulating Creativity.

Materials: Paper bags, scrap paper, crayons, scissors, sticks, bee patterns, yellow construction paper, sticks, newspaper.

Activity 1: Provide the children with the pattern and have them trace and cut the pattern out and paste it to the bag in order to produce a bee puppet.

Activity 2: Using the flap of the paper bag as the head and where the hand is placed to manipulate the puppet; allow the children to use scrap paper, crayons, and any other available material to design their puppets.

Activity 3: Design faces on the sides of the bag having the flap of the bag represent the top of the puppets head. Stuff the bag with newspaper and wrap and tie the opening of the bag around a stick.

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WEEK 9

Objective: Holiday Appreciation.

Materials: Different size heart patterns, red and white construction paper, scissors, glue, large circle patterns, scrap paper.

Activity 1: Trace and cut out a large heart. Use scrap paper to form eyes, hair, hat, nose, mouth, or whatever the child desires. Fold four strips of paper into fan folds and paste them onto the heart to form arms and legs.

Activity 2: Trace and cut out a large red square and circle. Glue the square onto a white sheet of construction paper so that it forms a diamond shape. Fold and cut the circle in half. Glue each half of the circle to the sides of the diamond forming a heart.

Activity 3: Trace and cut out a large white heart. Cut the heart into five large pieces. Glue the pieces back together on a red sheet of construction paper.

WEEK 10

Objective: Making potato prints, stimulating divergent thinking.

Materials: Potato halves, ink, a large sponge cut into small pieces, paper, plastic knives.

Activity 1: Scrape forms out of the potato halves using plastic knives. Rub the potato halves on sponges filled with ink and then press the potato on paper to form your design.

Activity 2: Allow the children to exchange their potato halves in order to share their design.

Activity 3: Stamp potato forms on a sheet of paper and then form a picture by drawing and using scrap paper to illustrate your picture. Have them write titles for all of their drawings.

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WEEK 11

Objective: Designing masks. Stimulating creativity and self expression.

Materials: Large paper bags, scrap paper, crayons, scissors, glue, paint, brushes, yarn.

Activity 1: Provide each child with an oval sheet of paper about the size of their faces. Have the children bring in any material that they plan to use on their mask. Allow the children to paint, color, or design their mask anyway that they choose. Tie strings to the sides of the mask in order to hold it on.

Activity 2: Allow the children to design masks out of paper bags cutting out the eyes, nose and mouth if they choose to.

Activity 3: Cut out a 10"x12" oval and then cut in 3" lengths on four sides. Overlap these cuts to form a shell to fit the face. Use this as a base and let the children design their masks in any fashion that they wish to by using any available materials. Have the children put on their masks and act out the character that they have created.

WEEK 12 & 13

Objective: Designing pictures by using food products. Stimulating Creativity.

Materials: Paper, paste, macaroni, beans, rice, flour, salt, pepper, sugar, paint, brushes. Allow the children to paint their pictures if they wish to.

Activitiy 1: Design a picture using macaroni.

Activity 2: Design a picture using beans.

Activity 3: Design a picture using rice.

Activity 4: Design a picture using any combination of food products.

Activity 5: Design pictures using any kind of food products.

Activity 6: Allow the children to bring in any kind of food products that they wish to use to design a picture and allow them to do so.

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WEEK 14 & 15

Objective: Holiday Appreciation

Materials: Crayons, glue, thin strips of construction paper, duck and chicken pattern, strawberry baskets, cracked egg shells, colored pieces of cotton, boiled eggs, paper bags, tissue paper.

Activity 1: Using a pattern that can be formed into a duck on one side and a chicken on the other, display models of how they are formed and then allow the children to form their own.

Activity 2: Make Easter baskets by weaving strips of construction paper through strawberry baskets.

Activity 3: Make baby chicks to place in their baskets by filling egg halves with colored cotton and making the eyes and beak from construction paper.

Activity 4: Allow children to bring in boiled eggs and color them.

Activity 5: Design an Easter picture by rolling up small pieces of colored tissue paper into small balls and pasting them onto a sheet of paper to form a picture.

Activity 6: Have the children draw what Easter means to them.

WEEK 16

Objective: Post testing the children.

Materials: Post test booklet for the test on divergent thinking, paper, crayons.

Activity 1: Pages one and two of the post test.

Activity 2: Page three of the post test. Have the children touch their body parts as they name them.

Activity 3: Have the children draw a full length self portrait that will be compared to their first self portrait to determine how many more details were added.

Appendix I

Time Spent On Art

During Implementation		Before Implementation	
Week	Time	Week	Time
1-9	2 hrs.	9-5	30 min.
1-16	2 hrs.	9-12	1 hr.
1-23	2 hrs.	9-19	0
1-30	2 hrs.	9-26	45 min.
2-6	2 hrs.	10-3	30 min.
2-13	2 hrs.	10-10	0
2-20	2 hrs.	10-17	0
2-27	2 hrs.	10-24	2 hrs.
3-5	2 hrs.	10-31	0
3-12	2 hrs.	11-7	30 min.
3-19	2 hrs.	11-14	20 min.
3-26	2 hrs.	11-21	0
4-2	2 hrs.	11-28	0
4-9	2 hrs.	12-5	1 hr.
4-16	2 hrs.	12-12	1 hr
4-23	no school	12-19	no school
5-30	2 hrs.	12-26	no school
* Total	32 hrs.	1-2	40 min.
		* Total	8 hrs. 15 min.

* 74% increase in the time spent on art

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Appendix J

Test Scores

Student	Pre Test	Post Test	Inc.	Pre Details	Post Details	Added Details
Jason	14	26	38%	10	24	10
Michelle	14	28	44%	9	20	11
Tina	10	26	50%	8	19	11
Jacob	26	30	13%*	11	24	13
Stacy	5	18	41%	5	15	10
Gloria	13	24	34%	7	19	12
Tara	12	25	41%	6	20	14
Michael	12	26	41%	14	28	14
Sheryl	15	29	44%	13	24	11
David	13	27	44%	14	25	11
Grady	20	28	25%	16	27	11
Christine	23	30	22%	19	31	12
Chris	8	16	25%	7	19	12
Kim	5	18	41%	6	17	11
Latamika	12	24	38%	8	21	13
Jeremy	21	32	34%	20	30	10
Gerald	20	27	22%	9	23	14
Dorothy	13	26	40%	9	22	13
Freddy	13	25	37%	11	22	11
Valerie	8	15	22%	7	19	12
Lisa	20	27	22%	8	20	12
Susan	14	25	34%	7	17	10
Heather	28	32	12%*	25	35	10
Matthew	14	29	47%	18	37	9
Mandy	16	31	47%	20	31	11

* students whose score on the pre test was too high to have achieved a 20% increase